		Aeronautics Educa	tor Guide	
2009 Science				
		Core Curricu	lum	
Iowa Science				
Grades K-2				
Activity/Lesson	State	Standards		
Air Engines (12-16)	IA	SCI.K-2.1.1.1	Students should answer their questions by seeking information from their own observations, investigations and from reliable sources of scientific information.	
Air Engines (12-16)	IA	SCI.K-2.3.1.1	Objects have many observable properties including size, weight, shape, color, temperature and the ability to react with other substances. Those properties can be measured using tools such as rulers, balances and thermometers.	
			An object's motion can be described by	
Air Engines (12-16)	IA	SCI.K-2.3.3.2	observing and measuring its position over time.	
Air Engines (12-16)	IA	SCI.K-2.3.3.3	An object's position or movement can be changed by pushing or pulling.	
Rotor Motor (69-75)	IA	SCI.K-2.1.1.1	Students should answer their questions by seeking information from their own observations, investigations and from reliable sources of scientific information.	
Rotor Motor (69-75)	IA	SCI.K-2.1.2.1	In earliest years, investigations are largely based on direct observations. As students develop, they design and conduct simple investigations to answer questions.	
_ , , , , , , , , , , , , , , , , , , ,			It is important to follow appropriate safety	
Rotor Motor (69-75)	IA	SCI.K-2.1.2.2	procedures when conducting investigations.	
Rotor Motor (69-75)	IA	SCI.K-2.1.7	Follow appropriate safety procedures when conducting investigations.	
Rotor Motor (69-75)	IA	SCI.K-2.3.3.1	The position of an object can be described by locating it relative to its background.	
Rotor Motor (69-75)	IA	SCI.K-2.3.3.2	An object's motion can be described by observing and measuring its position over time.	
Rotor Motor (69-75)	IA	SCI.K-2.3.3.3	An object's position or movement can be changed by pushing or pulling.	
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.K-2.1.2.1	In earliest years, investigations are largely based on direct observations. As students develop, they design and conduct simple investigations to answer questions.	
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.K-2.1.2.2	It is important to follow appropriate safety procedures when conducting investigations.	
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.K-2.1.7	Follow appropriate safety procedures when conducting investigations.	

			Ot alouts about a second their was the second
			Students should answer their questions by
Where is North? The			seeking information from their own observations,
Compass Can Tell Us			investigations and from reliable sources of
(87-90)	IA	SCI.K-2.1.1.1	scientific information.
			In earliest years, investigations are largely
Where is North? The			based on direct observations. As students
Compass Can Tell Us			develop, they design and conduct simple
(87-90)	IA	SCI.K-2.1.2.1	investigations to answer questions.
Where is North? The		001.11-2.1.2.1	investigations to answer questions.
			It is important to follow appropriate action
Compass Can Tell Us	1.4	001160400	It is important to follow appropriate safety
(87-90)	IA	SCI.K-2.1.2.2	procedures when conducting investigations.
Where is North? The			
Compass Can Tell Us			Follow appropriate safety procedures when
(87-90)	IA	SCI.K-2.1.7	conducting investigations.
Plan to Fly There (97-			Students should communicate orally, through
106)	IA	SCI.K-2.1.6.2	writing or through drawings.
,			Students should answer their questions by
			seeking information from their own observations,
Dunked Napkin (17-			investigations and from reliable sources of
	IA	SCI.K-2.1.1.1	scientific information.
22)	IA	3UI.N-2.1.1.1	
D 1 131 11 11 1			Students should begin to develop the abilities to
Dunked Napkin (17-			communicate, critique, and analyze their work
22)	IA	SCI.K-2.1.6.1	and the work of other students.
			Objects can be described by the properties of
			the materials from which they are made.
Dunked Napkin (17-			Properties can be used to separate or sort a
22)	IA	SCI.K-2.3.1.3	group of objects or materials.
		00112.011.0	Students should answer their questions by
			seeking information from their own observations,
Danar Bag Mask (22			
Paper Bag Mask (23-	1.0	00116 0 4 4 4	investigations and from reliable sources of
28)	IA	SCI.K-2.1.1.1	scientific information.
			Objects have many observable properties
			including size, weight, shape, color, temperature
			and the ability to react with other substances.
Paper Bag Mask (23-			Those properties can be measured using tools
28)	IA	SCI.K-2.3.1.1	such as rulers, balances and thermometers.
Paper Bag Mask (23-			An object's motion can be described by
28)	IA	SCI.K-2.3.3.2	observing and measuring its position over time.
20)	I/A	001.11-2.3.3.2	
			Students should answer their questions by
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			seeking information from their own observations,
Wind in Your Socks)			investigations and from reliable sources of
(29-35)	IA	SCI.K-2.1.1.1	scientific information.
			Students use tools such as rulers,
			thermometers, watches, balances, spring
Wind in Your Socks)			scales, magnifiers and microscopes to extend
(29-35)	IA	SCI.K-2.1.3.1	their senses and their abilities to gather data.
(== 33)		30	and a succession and a
			Objects have many observable properties
			including size, weight, shape, color, temperature
			and the ability to react with other substances.
Wind in Your Socks)			Those properties can be measured using tools
(29-35)	IA	SCI.K-2.3.1.1	such as rulers, balances and thermometers.

			Some common materials, such as water, can be
Bag Balloons (40-43)	IA	SCI.K-2.3.2.2	changed from one state to another by heating or cooling.
Sled Kite (44-51)	IA	SCI.K-2.3.1.1	Objects have many observable properties including size, weight, shape, color, temperature and the ability to react with other substances. Those properties can be measured using tools such as rulers, balances and thermometers.
		Aeronautics Educa	etor Guide
		2009 Science	
		Core Curricu	
Iowa Science			
Grades 3-5			
Activity/Lesson	State	Standards	
Air Engines (12-16)	IA	SCI.3-5.1.1.1	Students ask questions that they can answer with scientific knowledge combined with their own observations.
			Students recognize that different questions lead
Air Engines (12-16)	IA	SCI.3-5.1.1.2	to different types of investigations.
Air Engines (12-16)	IA	SCI.3-5.1.2.1	Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer.
Air Engines (12-16)	IA	SCI.3-5.1.4.3	Students' use of appropriate tools is guided by the questions asked and the investigations students design.
Air Engines (12-16)	IA	SCI.3-5.3.1.1	It may be necessary to use magnification to observe the component parts of some materials. The properties of a substance can be measured
Air Engines (12-16)	IA	SCI.3-5.3.1.3	using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a
Air Engines (12-16)	IA	SCI.3-5.3.5.1	graph.
Air Engines (12-16)	IA	SCI.3-5.3.5.2	Changes in speed or direction of motion are caused by forces. The greater the force, the greater the change in motion. The more massive an object, the less effect a given force will have in changing its motion.
Rotor Motor (69-75)	IA	SCI.3-5.1.1.1	Students ask questions that they can answer with scientific knowledge combined with their own observations.
Rotor Motor (69-75)	IA	SCI.3-5.1.3.3	Students follow appropriate safety procedures when conducting investigations.
Rotor Motor (69-75)	IA	SCI.3-5.1.4.2	Students are introduced to the use of computers and calculators for conducting investigations. Follow appropriate safety procedures when
Rotor Motor (69-75)	IA	SCI.3-5.1.8	conducting investigations.

			The motion of an object can be described by its position, direction of motion, and speed. That
Rotor Motor (69-75)	IA	SCI.3-5.3.5.1	motion can be measured and represented on a graph.
Rotor Motor (69-75)	IA	SCI.3-5.3.5.2	Changes in speed or direction of motion are caused by forces. The greater the force, the greater the change in motion. The more massive an object, the less effect a given force will have in changing its motion.
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.3-5.1.3.3	Students follow appropriate safety procedures when conducting investigations.
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.3-5.1.4.2	Students are introduced to the use of computers and calculators for conducting investigations.
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.3-5.1.8	Follow appropriate safety procedures when conducting investigations.
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.3-5.3.5.1	The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph.
Flight: Interdisciplinary Learning Activities (76- 79)	IA	SCI.3-5.3.5.2	Changes in speed or direction of motion are caused by forces. The greater the force, the greater the change in motion. The more massive an object, the less effect a given force will have in changing its motion.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.1.1.1	Students ask questions that they can answer with scientific knowledge combined with their own observations.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.1.1.2	Students recognize that different questions lead to different types of investigations.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.1.3.3	Students follow appropriate safety procedures when conducting investigations.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.1.4.2	Students are introduced to the use of computers and calculators for conducting investigations.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.1.8	Follow appropriate safety procedures when conducting investigations.
Where is North? The Compass Can Tell Us (87-90)	IA	SCI.3-5.3.4.4	Magnets attract and repel each other and certain kinds of other materials.
Plan to Fly There (97-106)	IA	SCI.3-5.3.5.1	The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph.

Plan to Fly There (97- 106) We Can Fly, You and It Interdisciplinary Learning (107-108) Learning (107-108) Learning (107-108) Learning (107- 108) Learning (107- 109)				Changes in speed or direction of motion are
Plan to Fly There (97- 106) We Can Fly, You and We Can Fly, You and It Interdisciplinary Learning (107-108) Learning (107-108) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Scl.3-5.1.5.1.2 Scl.3-5.1.5.1 Sudents should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students as Questions that they can answer with scientific knowledge combined with their own observations. Stu				
Plan to Fly There (97- 106) We Can Fly, You and It Interdisciplinary Learning (107-108) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 29) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dun				
IA SCI.3-5.3.5.2 In changing its motion.	Diam to Fly Thora (07			19
We Can Fly, You and I. Interdisciplinary Learning (107-108) Learning (107-108) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 29) Dunked Napkin (17- 29) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20			00105050	
be either beneficial or detrimental to themselves or other organisms. Dunked Napkin (17- 22) IA SCI.3-5.1.1.1 own observations. Dunked Napkin (17- 22) IA SCI.3-5.1.1.2 Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Students recognize that different questions lead to different types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (expenienting), depending on the types of questions they want to answer. Students follow appropriate tools is guided by the questions asked and the investigations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 own observations. Students ask questions fair test (expenienting), depending on the types of questions they want to answer. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Sci.3-5.1.2.1 students. Sci.3-5.1.2.1 students. Sci.3-5.1.2.1 students. Paper Bag Mask (23- 28) IA SCI.3-5.1.1.2 own observations. Students recognize that different questions lead to different types of investigations. Students follow appropriate safety procedures when conducting investigations. Students should communicate, critique, and analyze their work and the work of other students. Sci.3-5.1.2.1 students. Sci.3-5.1.2.1 own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Students recognize that different questions lead to different types of investigations. Students recognize that different t	,	IA	SCI.3-5.3.5.2	
Learning (107-108) IA SCI.3-5.4.2.2 or other organisms. Students ask questions that they can answer with scientific knowledge combined with their own observations. SCI.3-5.1.1.1 order to answer. SCI.3-5.1.1.2 in order types of investigations include describing objects, events, and organisms. classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Dunked Napkin (17- 22) IA SCI.3-5.1.2.1 ScI.3-5.1.2.1 Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms. classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.2.1 ScI.3-5.1.2.1 Students follow appropriate sofety procedures when conducting investigations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Follow appropriate safety procedures when conducting investigations. SCI.3-5.1.1.1 own observations. SCI.3-5.1.1.1 own observations. Students ask questions that they can answer with scientific knowledge combined with their owner. SCI.3-5.1.1.1 own observations. SCI.3-5.1.1.2 or observations. SCI.3-5.1.2.1 own observations. SCI.3-5.1.3.3 students recognize that different questions lead to different types of investigations. SCI.3-5.1.3.3 students recognize that different questions lead to different types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.1.1 to any observations. SCI.3-5.1.2.1 to any observations. SCI.3-5.1.3.3 students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimen				
Dunked Napkin (17- 22) IA SCI.3-5.1.1.1 Dunked Napkin (17- 22) IA SCI.3-5.1.1.2 IA SCI.3-5.1.1.1 SCI.3-5.1.1.2 IA SCI.3-5.1.1.2 IA SCI.3-5.1.1.2 IA SCI.3-5.1.1.2 IA SCI.3-5.1.1.2 Dunked Napkin (17- 22) Dunked Napkin (17- 22) IA SCI.3-5.1.2.1 IA SCI.3-5.1.3.3 Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students Apkin (17- 22) IA SCI.3-5.1.3.3 Students follow appropriate safety procedures when conducting investigations. Students design. Students should judge the merits or strengths of the data and information used to make analyze their work and the work of other students. Dunked Napkin (17- 22) IA SCI.3-5.1.6.2 IA SCI.3-5.1.8 Dunked Napkin (17- 22) IA SCI.3-5.1.8 SCI.3-5.1.1 SCI.3-5.1.1 SCI.3-5.1.2 IA SCI.3-5.1.2 IA SCI.3-5.1.2 IA SCI.3-5.1.3 Students should communicate, critique, and analyze their work and the work of other students. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions the thereof the procedure				
Dunked Napkin (17- 22) IA SCI.3-5.1.1.1 SCI.3-5.1.1.2 IA SCI.3-5.1.1.1 SUdents recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students follow appropriate safety procedures when conducting investigations. Students follow appropriate safety procedures when conducting investigations. Students dollow appropriate safety procedures when conducting investigations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Paper Bag Mask (23- 28) Paper Ba	Learning (107-108)	IA	SCI.3-5.4.2.2	
Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) SCI.3-5.1.6.2 Students should communicate, critique, and analyze their work and the work of other students. Students should communicate, critique, and analyze their work and the work of other students. Students should pudge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Students should pudge the merits or strengths of the data and information used to make explanations. Students should pudge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Students sevould communicate, critique, and analyze their work and the work of other students. Students sevould communicate, critique, and analyze their work and the work of other students. Students sevould communic				
Dunked Napkin (17- 22) IA SCI.3-5.1.1.2 Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students follow appropriate safety procedures when conducting investigations. Students follow appropriate tools is guided by the questions asked and the investigations students design. SCI.3-5.1.2.1 SCI.3-5.1.2.2 IA SCI.3-5.1.3.3 SUdents follow appropriate safety procedures when conducting investigations students design. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Punked Napkin (17- 22) IA SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.2.1 IA SCI.3-5.1.3.8 SCI.3-5.1.4.3 SCI.3-5.1.5.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 IA SCI.3-5.1.1.1 SCI.3-5.1.2.1 IA SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.3.3 SCI.3-5.1.3.3 SCI.3-5.1.3.3 SCI.3-5.1.4 SCI.3-5.1.5 SCI.3-5.1.5 Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.2.1 SCI.3-5.1.3.3 SCI.3-5.1.3.3 SCI.3-5.3.1.3 IA SCI.3-5.3.1.3 IA SCI.3-5.3.1.3 IA SCI.3-5.3.1.3 IA SCI.3-5.3.1.3 S				
22) IA SCI.3-5.1.1.2 to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SUdents follow appropriate safety procedures when conducting investigations. Students follow appropriate tools is guided by the questions asked and the investigations students design. SCI.3-5.1.4.3 students should judge the merits or strengths of the data and information used to make explanations. SUDINKED NAPING (17-22) IA SCI.3-5.1.6.2 Students should judge the merits or strengths of the data and information used to make explanations. SUDINKED NAPING (17-22) IA SCI.3-5.1.6.2 Students should communicate, critique, and analyze their work and the work of other students. SUDINKED NAPING (17-22) IA SCI.3-5.1.7.1 SUDINKED NAPING (17-22) IA SCI.3-5.1.8.2 SUDINKED NAPING (17-22) IA SCI.3-5.1.8.2 SUDINKED NAPING (17-22) IA SCI.3-5.1.1 SUDINKED NAPING (17-22) IA SCI.3-5.1.2 SUDINKED NAPING (17-22) IA SCI.3-5.1.2 SUDINKED NAPING (17-22) IA SCI.3-5.1.2 SUDINKED NAPING (17-22) IA SCI.3-5.1.3 SUDINKED NAPING (17-22) IA SCI.3-5.1.3 SUDINKED NAPING (17-22) IA SCI.3-5.1.3 SUDINKED NAPING (17-22) IA SCI.3-5.1.1		IA	SCI.3-5.1.1.1	
Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.2.1 to answer. SCI.3-5.1.3.3 Students follow appropriate safety procedures when conducting investigations. Students follow appropriate tools is guided by the questions asked and the investigations students design. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific sevents, and organisms; classifying objects, events, and organisms; classifying organisms				
objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. ScI.3-5.1.2.1 Students follow appropriate safety procedures when conducting investigations. Students view of appropriate tools is guided by the questions asked and the investigations students design. ScI.3-5.1.4.3 Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. ScI.3-5.1.7.1 Follow appropriate safety procedures when conducting investigations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Students should communicate, critique, and analyze their work and the work of other students. Students skequestions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined to different types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students 'use of appropriate tools is guided by the questions asked and the investigations students design. ScI.3-5.1.2.1 Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students 'use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. ScI.3-5.3.5.1 Students ask questions that they can answer with scientific kn	22)	IA	SCI.3-5.1.1.2	
them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Dunked Napkin (17- 22) Dunked Napkin (17- 22) IA SCI.3-5.1.3.3 Students follow appropriate safety procedures when conducting investigations. Students should judge the merits or strengths of the data and information used to make explanations. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. SCI.3-5.1.7.1 SCI.3-5.1.8 SCI.3-5.1.7.1 SCI.3-5.1.1.1 Follow appropriate safety procedures when conducting investigations. Students should communicate, critique, and analyze their work and the work of other students. Follow appropriate safety procedures when conducting investigations. Students should communicate, critique, and analyze their work and the work of other students. Follow appropriate safety procedures when conducting investigations. Students should communicate, critique, and analyze their work and the work of other students. SCI.3-5.1.7.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 Own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.3.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their				
Dunked Napkin (17- 22) Dunked Napkin (17- 23 Students sak questions that they can answer with scientific knowledge combined with their own observations. Paper Bag Mask (23- 28) Dunked Napkin (17- 28 Dunked Napkin (17- 29 Dunked Napkin (17- 20 Dunked				objects, events, and organisms; classifying
Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Paper Bag Mask (23- 28) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21) Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25) Dunked Napkin (17- 26) Dunked Napkin (17- 27) Dunked Napkin (17- 28) Dunked Napkin (17- SCI.3-5.1.6.2 Students saked and the investigations that they can answer with scientific knowledge combined with their own observations. Students ask questions include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) Dunked Napkin (17- 28) Dunked Napkin (17- 29) Dunked Napkin (17- 20) Dunked Napkin (17- 20) Dunked Napkin (17- 21- 22) Dunked Napkin (17- 24 SCI.3-5.1.6.2 Students ask questions that they can answer with scientific knowledge combined with their with scientific knowledge combined with their				them; and doing a fair test (experimenting),
Dunked Napkin (17- 22) Dunked Napkin (17- 23) Dunked Napkin (17- 24) Dunked Napkin (17- 25 Dunked Napkin (17- 26 Dunked Napkin (17- 27 Dunked Napkin (17- 28 Dunked Napkin (17- 29 Dunked Napkin (17- 20 Dunked Napkin (17- 20 Dunked Napkin (17- 20 Dunked Napkin (17- 21 Dunked Napkin (17- 22 Dunked Napkin (17- 22 Dunked Napkin (17- 23 Dunked Napkin (17- 24 SCI.3-5.1.6.2 Students should communicate, critique, and analyze their work and the work of other students. Students. Students. Students sak questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. But the questions asked and the investigations included to a proper interpretation of motion, and speed. That motion can be measured and represented on a graph. Sudents ask questions that they can answer with	Dunked Napkin (17-			depending on the types of questions they want
Dunked Napkin (17- Dunked Napkin (18- Dunked Napkin	22)	IA	SCI.3-5.1.2.1	to answer.
Dunked Napkin (17- Dunked Napkin (18- Dunked Napkin	Dunked Napkin (17-			Students follow appropriate safety procedures
Dunked Napkin (17- 22) IA SCI.3-5.1.4.3 Students' use of appropriate tools is guided by the questions asked and the investigations students design. Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Dunked Napkin (17- 22) IA SCI.3-5.1.7.1 IA SCI.3-5.1.7.1 SCI.3-5.1.7.1 IA SCI.3-5.1.8 Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.3 SCI.3-5.1.3.1 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.5.1 Students ask questions include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations. Students design. SCI.3-5.1.4.3 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5.1 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.1.5 SCI.3-5.3.5 SCI.3-5.3.5	22)	IA	SCI.3-5.1.3.3	
Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 22) IA SCI.3-5.1.4.3 SCI.3-5.1.4.3 SUdents should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. SCI.3-5.1.7.1 SCI.3-5.1.8 Dunked Napkin (17- 22) IA SCI.3-5.1.8 SCI.3-5.1.1.1 SCI.3-5.1.8 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.5				
Dunked Napkin (17- 22) A SCI.3-5.1.4.3 Students design.	Dunked Napkin (17-			
Students should judge the merits or strengths of the data and information used to make explanations. Students should communicate, critique, and analyze their work and the work of other students. Dunked Napkin (17- 22) IA SCI.3-5.1.7.1 SCI.3-5.1.8.2 Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.3.3 SCI.3-5.1.4.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.5.1		IA	SCI.3-5.1.4.3	
Dunked Napkin (17- 22) Dunked Napkin (17- 22) Dunked Napkin (17- 22) LA SCI.3-5.1.6.2 SCI.3-5.1.6.2 Students should communicate, critique, and analyze their work and the work of other students. Dunked Napkin (17- 22) Dunked Napkin (17- 22) LA SCI.3-5.1.7.1 SCI.3-5.1.8 SCI.3-5.1.8 SCI.3-5.1.8 SCI.3-5.1.8 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.4 SCI.3-5.1.1.4 SCI.3-5.1.1.5 SCI.3-5.1.1.5 SCI.3-5.1.1.5 SCI.3-5.1.1.6 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.4.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.5.1 SCI.3-5.3	/			
Dunked Napkin (17- 22) IA SCI.3-5.1.6.2 SCI.3-5.1.6.2 SUdents should communicate, critique, and analyze their work and the work of other students. Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.2.1 SCI.3-5.1.3.2 SUdents ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.2.1 SCI.3-5.1.3.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.5.1 SCI.3-5.3	Dunked Nankin (17-			
Dunked Napkin (17- 22) IA SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.7.1 SCI.3-5.1.8 SCI.3-5.1.8 SCI.3-5.1.10 SCI.3-5.1.10 SCI.3-5.1.10 SCI.3-5.1.11 SCI.3-5.1.11 SCI.3-5.1.11 SCI.3-5.1.11 SCI.3-5.1.12 SCI.3-5.1.12 SCI.3-5.1.12 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.3 SCI.3-5.1.1.4 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 SCI.3-5.3.5.1		IA	SCI 3-5 1 6 2	
Dunked Napkin (17- 22) Dunked Napkin (17- 22) IA SCI.3-5.1.7.1 SCI.3-5.1.8 Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.5.1 SUdents recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their)	I/ \	001.0 0.1.0.2	·
Dunked Napkin (17- Dunked Napkin (18- Dunked Napkin	Dunked Nankin (17-			
Dunked Napkin (17- 22) IA SCI.3-5.1.8 Follow appropriate safety procedures when conducting investigations. Students ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.4.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their		ΙΔ	SCI 3-5 1 7 1	
Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.1.1 SUdents ask questions that they can answer with scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their			001.0-0.1.7.1	
Students ask questions that they can answer with scientific knowledge combined with their own observations. Paper Bag Mask (23-28) IA SCI.3-5.1.1.1 SUdents recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23-28) IA SCI.3-5.1.4.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their		ΙΔ	SCI 3-5 1 8	
Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.1.1 SCI.3-5.1.1.2 SCI.3-5.1.1.2 SCI.3-5.1.1.2 Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.3.1.3 SCI.3-5.3.1.3 Faper Bag Mask (23- 28) IA SCI.3-5.3.1.3 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 With scientific knowledge combined with their own observations. Students recognize that different questions lead to different types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their	22)		301.3-3.1.0	
28) IA SCI.3-5.1.1.1 own observations. Paper Bag Mask (23- 28) IA SCI.3-5.1.1.2 to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 to answer. Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) IA SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Wind in Your Socks) IA SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their	Paper Rag Mack (23			
Paper Bag Mask (23- 28) IA SCI.3-5.1.1.2 Students recognize that different questions lead to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their		IA	SCI 2 5 1 1 1	
28) IA SCI.3-5.1.1.2 to different types of investigations. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23-28) IA SCI.3-5.1.2.1 Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23-28) IA SCI.3-5.1.4.3 SCI.3-5.1.4.3 Using tools and technology. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their		IA	301.3-3.1.1.1	
Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their		1.0	CCI 2 E 1 1 2	
objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SUdents' use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. Paper Bag Mask (23- 28) SCI.3-5.3.1.3 SUdents ask questions that they can answer with scientific knowledge combined with their	20)	IA	301.3-3.1.1.2	
them; and doing a fair test (experimenting), depending on the types of questions they want to answer. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.2.1 SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.1.4.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1				
Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.1.4.3 SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their				
28) IA SCI.3-5.1.2.1 to answer. Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their	D D M (00			
Students' use of appropriate tools is guided by the questions asked and the investigations students design. Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students' use of appropriate tools is guided by the questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their			00105404	1 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) Paper Bag Mask (23- 28) IA SCI.3-5.1.4.3 SCI.3-5.1.4.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 SCI.3-5.3.1.3 SCI.3-5.3.5.1 SUID The questions asked and the investigations students design. The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their	28)	IA	SCI.3-5.1.2.1	
28) IA SCI.3-5.1.4.3 students design. Paper Bag Mask (23- 28) IA SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.1.3 Students ask questions that they can answer with scientific knowledge combined with their				
Paper Bag Mask (23- 28) IA SCI.3-5.3.1.3 The properties of a substance can be measured using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their				
28) IA SCI.3-5.3.1.3 using tools and technology. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 Students ask questions that they can answer with scientific knowledge combined with their	,	IA	SCI.3-5.1.4.3	3
The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. SCI.3-5.3.5.1 graph. Students ask questions that they can answer with scientific knowledge combined with their				· ·
position, direction of motion, and speed. That motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their	28)	IA	SCI.3-5.3.1.3	
Paper Bag Mask (23- 28) IA SCI.3-5.3.5.1 motion can be measured and represented on a graph. Students ask questions that they can answer with scientific knowledge combined with their				,
28) IA SCI.3-5.3.5.1 graph. Students ask questions that they can answer with scientific knowledge combined with their				
Students ask questions that they can answer with scientific knowledge combined with their	Paper Bag Mask (23-			motion can be measured and represented on a
Wind in Your Socks) with scientific knowledge combined with their	28)	IA	SCI.3-5.3.5.1	<u> </u>
				Students ask questions that they can answer
(29-35) IA SCI.3-5.1.1.1 own observations.	Wind in Your Socks)			with scientific knowledge combined with their
	(29-35)	IA	SCI.3-5.1.1.1	own observations.

Wind in Your Socks)			Students recognize that different questions lead
(29-35)	IA	SCI.3-5.1.1.2	to different types of investigations.
Wind in Your Socks) (29-35)	IA	SCI.3-5.1.2.1	Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting), depending on the types of questions they want to answer.
Wind in Your Socks) (29-35)	IA	SCI.3-5.1.4.1	Students enhance their skills with tools such as rulers, thermometers, balances, spring scales, magnifiers and microscopes.
Wind in Your Socks) (29-35)	IA	SCI.3-5.1.4.3	Students' use of appropriate tools is guided by the questions asked and the investigations students design.
Wind in Your Socks) (29-35)	 IA	SCI.3-5.1.5.1	Mathematics is used to gather, organize and present data and to construct convincing explanations.
Wind in Your Socks) (29-35)	IA	SCI.3-5.1.6.4	Students should check their explanations against scientific knowledge, their own experiences, and observations of others.
Wind in Your Socks) (29-35)	IA	SCI.3-5.3.1.1	It may be necessary to use magnification to observe the component parts of some materials.
Bag Balloons (40-43)	IA	SCI.3-5.1.1.1	Students ask questions that they can answer with scientific knowledge combined with their own observations.
Sled Kite (44-51)	 IA	SCI.3-5.1.1.1	Students ask questions that they can answer with scientific knowledge combined with their own observations.